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ABSTRACT

This report presents a study of Bradford (Ohio) High School, a four-year school of 200-300 students that has experienced significant recent declines in grades 11 and 12 enrollment as many students have begun attending a nearby Joint Vocational School. Primary purpose of the study is to aid school officials in learning what draws Bradford students to the Joint Vocational School and in deciding how best to respond to the problem. The report includes 1) the results of student and faculty surveys; 2) interviews with administrators, school board members, and community representatives; 3) a study of the high school curriculum; 4) a building utilization study; 5) an examination of demographic and enrollment data; and 6) a review of the study's major findings. The final section of the report presents the study team's recommendations on how to deal with the problem of declining enrollment at Bradford High School.
(Author/JG)

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BRADFORD SCHOOL STUDY

OFFICE OF EDUCATIONAL SERVICES

UNIVERSITY OF DAYTON

DR. JOHN O. GEIGER
DR. HERMAN TORGE

APRIL 1977

EA 009 888

UNIVERSITY OF DAYTON
DAYTON, OHIO 45469

SCHOOL OF EDUCATION

OFFICE OF
EDUCATIONAL SERVICES

April 26, 1977

LETTER OF TRANSMITTAL

Mr. Joseph M. Steele
Superintendent
Bradford Exempted Village Schools
118 E. Main Street
Bradford, Ohio 45308

Dear Mr. Steele:

The Office of Educational Services is pleased to submit this report of its study of Bradford High School. The report includes the results of student and faculty surveys; interviews with administrators, board members and community representatives; a study of the high school curriculum; building utilization; demographic and enrollment data; and a review of major findings. The recommendations contained in the last chapter represent the study team's best judgments regarding the district in the light of the data collected.

The Board of Education, community representatives, the Superintendent, the administrative staff, the teachers and students are thanked for their excellent cooperation in completing the study. They are all to be commended for their openness and willingness to allow the study team to perform its task.

While the submission of this report represents the culmination of the study team's effort, the work of the Board, Superintendent, principals, staff, faculty and community is just beginning if the recommendations in this report are to be implemented. The Office of Educational Services stands ready to provide assistance in this effort. Please call the Office if you feel we can be of additional service.

Finally, the reader is cautioned to see this report as a resource for Bradford Schools. It, in no way, represents the policies of the Superintendent or the Board.

Sincerely,

John O. Geiger
Director

JOG:jy

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BRADFORD SCHOOLS STUDY

I. INTRODUCTION

Bradford is an exempted village school district of approximately 950 students. The enrollment has remained quite stable over the past 10 years with grades numbering near 80 students except for the eleventh and twelfth grades where a significant drop-out rate is reducing the enrollment.

In September of 1975, Bradford began sending students to the Upper Valley Joint Vocational School as part of the Ohio Plan for Vocational Education. The result has been enthusiastic on the part of students, parents and the Board of Education. Therein is the problem.

As a result of this change for students in grades eleven and twelve, enrollments have been considerably reduced at the Bradford High School in 1976; resident pupils in grades 11 and 12 number 42. Administrators project that enrollment will decrease even more in 1977 when more students will be attending the J.V.S.

This decrease causes considerable curriculum problems, possible loss of academic units, decline in local vocational offerings at Bradford, and a need to examine closely the entire spectrum of curriculum offerings in the high school.

In addition such factors as condition of buildings, building space utilization, school pride, student self concept and socio-economic make-up of the community must be evaluated.

Administrators need reliable information which will help them

make crucial decisions about questions facing them in the near future:

1. What draws students to J.V.S. to the point that the existence of Bradford High School is threatened?
2. Should one and can one provide programs of education that will hold more students at Bradford? If so:
3. Does one upgrade facilities?
4. Does one request more local money?
5. Or must one eventually look to a more drastic solution which might involve another school district(s)?

The following pages, then, are a report of the activities, findings and recommendations of the study staff to the Bradford Board of Education.

II. THE STUDENT SURVEYS

Since the Board and administration are concerned about student motivation and satisfaction in selecting Bradford High School or the J.V.S., the study staff administered questionnaires to assess student reactions to their school. This data may provide insight into possible alternatives to the present situation.

Three student surveys were given: one to students in grades 9 and 10, one to 11th and 12th grade students attending Bradford and one to students attending the J.V.S. Survey results are presented below.

Grades 9 and 10. A total of 128 students were contacted. No attempt was made to differentiate between grades since student numbers are small and inter-grade contact is continual. Awareness of

the J.V.S. begins early; hence attitudes will not vary significantly from grades 9 to 10. The responses to the questions are shown in per cent of the total except for responses to question 17 and the request for career choice.

	Yes	No	?	
1.	61%	18%	21%	I like my school.
2.	36	55	9	Most of my teachers require too much work outside the regular class period.
3.	55	25	20	I am given enough help in making decisions in my school.
4.	79	10	11	Generally, my parents are interested in what I do at school.
5.	20	65	15	Discipline at our school is too strict.
6.	56	19	25	Most of my teachers seem to enjoy teaching.
7.	55	23	22	I am proud of my school.
8.	42	40	18	I find most of my courses challenging.
9.	56	24	20	I think I am getting a good education at my school.
10.	68	17	15	Most of my teachers are easy to get acquainted with.
11.	61	27	12	I like most of the subjects I am now taking.
12.	61	17	22	Teachers are generally willing and ready to help me with my school work.
13.	29	40	31	Other students at my high school consider this a good place to be.
14.	46	25	29	It is easy to get help in this school when I need it.
15.	82	6	12	I get along reasonably well with other students.
16.	62	29	9	I plan on attending the Upper Valley Joint Vocational School.

17. After I graduate from high school I plan to: (Please check)

N = 85 Get a job

18 Join the armed services

25 Go to college

10 Go to a technical school to learn a trade

1 Don't know

2 Get married

In addition, students were asked the type of work they planned on doing upon completion of their training, be it high school, technical school, armed services or college. They were categorized as follows:

Factory	10	Social work	3*
Construction	2	Music	4*
Skilled trade	32	Law	1*
Clerical	13	Religion	1*
Medical	12*	Law enforcement	1
Teaching	8*	Unskilled trade	5
Agriculture	10	Commercial business	3*
Mechanic	7	Undecided	18
Civilian pilot	3*		

*These occupations would indicate formal training of at least two years beyond high school.

Grades 11 and 12. A total of 37 students in the upper two grades at Bradford responded to the questionnaire. No attempt was made to differentiate between grades. Responses are given in per cent of the total except for responses to question 18, the request for career choice, and reasons for not attending the J.V.S.

	Yes	No	?	
1.	76%	11%	13%	I like school.
2.	92	8	--	Generally, my parents are interested in what I do at school.
3.	65	16	19	I am given enough help in making decisions in my school.
4.	3	97	--	Discipline in this school is too strict.
5.	92	3	5	Most of my teachers are easy to get acquainted with.
6.	42	46	12	I find most of my courses challenging.
7.	76	19	5	Teachers are generally ready and willing to help me individually with my work.
8.	81	16	3	I like most of the subjects I am now taking.
9.	62	11	27	Most of my teachers enjoy teaching.
10.	73	16	11	I am proud of my high school.
11.	70	19	11	I think I am getting a good education at this school.
12.	81	19	--	I like most of the subjects I am now taking.
13.	92	3	5	I get along reasonably well with the other students in my school.
14.	27	49	24	There should be more emphasis placed on the three "R's" (Reading, 'Riting and 'Rithmatic).
15.	54	30	16	There is help available here at school for any personal problem I might have.
16.	76	11	13	We need a greater variety of course offerings.
17.	27	30	43	Other students at this high school consider it a good place to be.

18. What is your general plan after you leave high school? (Please check)

N = 15 Get a job

2 Join the armed services

15 Go to college

4 Go to a technical school for training

Students were requested to list their career choices upon completion of whatever type of training they anticipated. These are grouped as follows:

Teaching	5*	Unskilled trade	1
Medical	6*	Factory work	4
Fine Arts	1*	Agricultural	1
Clerical	8	Business	2*
Skilled trade	6	Undecided	4

*These occupations would indicate additional formal training of at least two years beyond high school.

Finally, those students remaining at Bradford were asked to give their reasons for not attending the J.V.S. They were given four possible reasons with the option of listing another alternative.

Reasons for not attending the Joint Vocational School:

Not interested	13
Does not fit into my plans	16
Not accepted	1
Like this school better	14
Other:	
Separated from Bradford	3
Going to J.V.S. next year	2
Drugs at J.V.S.	4

Money 1

Friend not going 1

Joint Vocational School Students. The attitudes of Bradford students attending the Upper Valley Joint Vocational School were also surveyed. Though they were asked to list their grade, review of the data showed no significant difference in the responses. Consequently, the data will be presented as a composite of both grades 11 and 12. A total of 55 surveys were returned, 33 male and 22 female. Their plans upon graduation from high school are:

37 Get a job

10 Go to college

4 Additional training at a technical school

6 Armed services

2 Undecided

These students are enrolled in 21 different programs at the J.V.S. with no particular program being more popular. The actual job or kind of work the students plan to enter upon completion of school ranged through 22 different categories, 4 of which would require college training. Responses to the questions about the school are shown in per cent of the total.

	Excellent	Good	Fair	Poor	Not Sure
1. The quality of education at the J.V.S. is:	60%	33%	5%	2%	-%
2. The interest of my parents in what I am doing would be:	55	33	7	4	1
3. I would rate the subjects I am taking as:	55	31	7	5	2

	Excellent	Good	Fair	Poor	Not Sure
4. I believe other students at the J.V.S. would rate the school as:	25%	49%	22%	-%	%
5. I would rate the discipline at the J.V.S. as:	35	40	13	11	1
6. I would rate the instructors at the J.V.S. as:	35	47	18	-	-
7. I would rate my relationship with other students at the J.V.S. as:	38	45	17	-	-
8. The challenge offered by the courses at the J.V.S. would be:	35	44	18	3	-

	Yes	No	?
9. I still take part in activities at my home school (band, sports, clubs, etc.):	53%	43%	5%

10. If I had it to do over again, I would still choose to go to the J.V.S.:	76	13	11

III. THE FACULTY SURVEY

A short questionnaire was given to the high school faculty to get some insight from them regarding Bradford High School and the J.V.S. Because the number of respondents was small, open-ended questions could be used. In compiling the data, the survey staff combined similar statements so that not each answer or remark appears. However, if more than one person made similar comments these were tallied and so indicated by the numbers after the statements or phrases.

A total of 22 teachers responded. Nineteen of the teachers have a Bachelor degree and three have a Masters degree. The age range of the faculty is fairly wide-spread, though one-half (11) are under 30 years of age. Total teaching experience ranges from the first year teacher to those who have over 20 years of experience; 16 have less than 10 years of experience. Only three teachers have been at Bradford more than 10 years. Summarizing, the staff tends to be fairly young and somewhat mobile.

Staff members were requested to list the advantages and disadvantages, from their perspective, for students attending either the J.V.S. or Bradford High School. These are all listed in numerical order, the most often mentioned first.

Joint Vocational School Advantages

-Offers specific vocational training	18
-Opportunity to get out of the community, broaden horizons, meet others	8
-Student need oriented curriculum	6
-Better equipment and supplies	3
-Concentrated course work	3
-Actual work experiences	3
-Attractive surroundings	3
-More peer competition	2
-Better student attitude	2
-Student can still go to college	

Joint Vocational School Disadvantages

-Forcing career decision too early	7

-Loss of identity with home school	7
-Entry into college made difficult	5
-Missing extra curricular activities	4
-Lack of well rounded education	3
-Drug exposure	2
-School size	
-Travel time	
-Going for the wrong reason	
-No disadvantages	

Bradford High School Advantages

-Academic, college preparatory curriculum	13
-Well rounded education	6
-More personal, community identity	5
-Extra curricular activities	4
-Smaller classes, personal attention	4
-School pride	2
-Local vocational program	
-Leadership development	

Bradford High School Disadvantages

-Limited offerings, programs, facilities	15
-Limited exposure to other social situations	4
-Lack of competition	2
-Not meeting needs of non-J.V.S., non-college student	2
-Limited encouragement to succeed	2
-Poor courses of study	

-Large classes

-Poor school image

-Drop-out rate

Suggestions by the staff on ways to reduce the per cent of students attending the J.V.S. were varied. One of the most frequent comments was that the J.V.S. serves a need and if the number is high, the need must be there. Therefore, no effort should be made to reduce the numbers attending the J.V.S.

Suggestions for Reducing the J.V.S. enrollment:

-A more comprehensive guidance approach giving the short and long term effects of options open to students	11
-Don't try to reduce the numbers attending	6
-Expand the Bradford High School offerings	5
-Offer similar (i.e. vocational) programs at Bradford	2
-Improve Bradford High School Facilities	
-Improve cafeteria food	

Teachers were also asked to list any suggestions they might have for solving the predicament of low enrollments as a result of J.V.S. attendance.

-Combine some classes with those of other schools having similar problems	6
-Expand the high school curriculum, even if classes are small, to meet student needs	6
-Consolidate	3
-Have J.V.S. students spend 1/2 day at J.V.S. and 1/2 day at Bradford	2

-Too many attending J.V.S. who have no business there; different guidance approach needed

-Give more individual attention to students at Bradford

Comments:

-"The J.V.S. is a great alternative, but are we presenting both sides? More personal guidance is needed of the pros and cons of both schools."

-"We voted for the J.V.S.; let's use it to its fullest."

-"Encourage students to finish four year program at home school. J.V.S. is only for certain students."

IV. INTERVIEWS WITH ADMINISTRATORS

As part of the study, the Office of Educational Services staff interviewed key administrators. A variety of topics were discussed but the main thread of the discussions was the movement of students to the J.V.S. and the resulting impact on the curriculum. Community attitudes and involvement in school life were also a part of the discussion.

Lugh Dixon - Elementary Principal was interviewed in his office at the elementary building on March 15, 1977. He is principal of grades K-6; grades K-4 are housed in the elementary and 5-6 in the high school building. The principal's office is in the elementary building. Contact with the teachers at the high school is around twice a week or by telephone. Teacher meetings are held regularly but at best communication is minimal. Mr. Julian McKitrick, as administrative assistant, assumes some responsibility for grades 5-6, but only if necessary.

Curriculum development is underway. The framework is set

up (Board time, teacher donated time and some summer assistance). The K-12 language arts program has been implemented. Mr. Dixon, however, does not know its status in the high school. Curriculum development in mathematics, science and physical education is in the process of being completed. Except for curriculum meetings, interaction between the elementary and high schools seems minimal. There is no pre-vocational program at the elementary level.

Generally, students are grouped heterogeneously, with special transitional classes for grades one and two. Grade three is grouped for reading, grade four regroups for math. Grades five and six are grouped for language arts and regrouped for math, science and social studies.

The testing program is the Iowa TBS which is in its second year of use. Scores are generally up to expectancies.

Community reaction to the elementary school is one of trust, satisfaction, and few complaints. There is very little negative parent pressure and little attendance at Board of Education meetings. Parent-teacher conferences are well attended. Parents tend to be educationally conservative.

The J.V.S. fills a community need and has widespread support, especially since many people are blue collar semi-skilled production workers.

Mr. Dixon feels that the community would resist any type of consolidation except as a last resort.

Donald Mercer - High School Principal was interviewed March 15, 1977 at Covington High School where he was serving on a North

Central Evaluation Committee.

He characterized the high school curriculum as college preparatory with minimal vocational (ag. and home ec.) and a few business courses. The language arts guide and ability grouping have been implemented in grades 7-10. Grades 11-12 have college prep and regular English courses. Only three years of English are required. Additional English offerings of the semester type are being considered but might be impossible because of small numbers of students.

Heavy teacher loads limit the number of additional courses which can be offered. A number of courses are already on an alternate year basis: chemistry, physics, algebra II, solid geometry, trigonometry. But even with this scheduling modification, the classes are small.

The J.V.S. has had a positive effect. Its newness and unique programs attract students. Guidance has encouraged attendance at the J.V.S. Its popularity may decline somewhat but probably not drastically.

Bradford High School can offer students:

1. Small school environment, small class size.
2. Experienced faculty.
3. Home-school orientation.
4. College preparatory curriculum.

College bound students used to constitute 40% of the student enrollment years ago. Now it is less than 10%. About 6-7 students each year enter college.

Joseph Steele - Bradford School Superintendent was interviewed in his office on March 15, 1977.

Financial problems are beginning to make themselves felt. Year end carry-over funds are decreasing after remaining stable for several years. Two alternatives to this situation would be additional state funds or additional levy money. No additional money has been levied since 1972.

The multipurpose building (a facility large enough to accomodate sports for older children) at the elementary building has little chance of being built. The budget does not allow it and additional tax support is not likely.

Several services are shared or contracted: EMR with Covington and Newton, speech and hearing from Darke County, a psychologist from Miami County. The school and community generally identify with Darke County. Discussions have been initiated with Covington for bussing of J.V.S. students for 1977-78 and possible curriculum sharing.

The Board directly supports curriculum development. The arrangement consists of released time days, four teacher-donated days and one week summer paid work ($125).

Community feelings about the school system can be characterized as:

1. Most concerned with sports.
2. Secondly, concerned with the band.
3. Thirdly, good discipline; the community wants strong teachers able to effectively maintain control.

4. Positive feelings about the J.V.S. Many parents see children being trained in skilled occupations (a step upward in social-economic status for many families).
5. Positive feelings about the elementary school.
6. Neutral feelings or apathy about the high school.

V. INTERVIEWS WITH BOARD MEMBERS

Interviews with Board members were conducted by the study staff for the purpose of discussing several of the issues on which the study is focusing. Board members were interviewed individually for about forty-five minutes each. Four members were interviewed. The fifth member was not interviewed due to conflicts of scheduling and work.

Board members are all former graduates of Bradford High School. All have close contact with the schools through their children, some of whom are attending the J.V.S. One Board member serves as a teacher aide at the elementary school.

Collectively, the Board members were in agreement on a number of topics.

Community support was characterized as general disinterest or apathy at the present time. However, tax issues have never been turned down. Interest increases when sports teams are winning; the sports teams are not winning at present. The band does generate a considerable amount of support.

Board members indicated that they receive few telephone calls from citizens, probably because problems that do arise are handled

by the administration. Parental interest in the schools is at its strongest at the elementary school with little interest in the high school outside of band and sports.

The Joint Vocational School has the full support of the Board members. They feel it offers programs and facilities that are right for the Bradford student and that community support for the J.V.S. is generally high.

Consolidation (as an alternative) is viewed rather negatively by Board members. The comment most often made was that "only as a last resort should it be considered." In a small community such as Bradford, the high school can be the focal point of the community, a source of community identity. Board members would see the loss of the school as a real loss to the community. They think such a proposal would meet with considerable opposition from the community.

Cooperation with other schools was viewed favorably as a method of expanding the high school curriculum with a minimum cost. A cooperative arrangement which would bring students from other districts to Bradford (as well as the other way around) would be most acceptable to the Board and the community.

The multi-purpose room concept met with mixed reactions. It was generally agreed that transporting students to the high school for lunch was not the best arrangement, but at present the only feasible one. Likewise, the lack of physical education facilities for elementary students is a need that should be met. (Presently this is being done out of doors or in the lower hall.)

Some Board members felt that the community would support a tax issue for these purposes if it were properly presented with an intensive campaign. Others felt that in view of the uncertainty of present financial circumstances the multi-purpose facility is a dead issue. Board members were not clear just what such a facility should include.

VI. INTERVIEW WITH COMMUNITY REPRESENTATIVES

The superintendent provided the study staff with a group of community representatives for the purpose of discussing the impact of the J.V.S. on the Bradford community. A total of 15 persons were contacted and all attended an evening session. The following is a summary of the discussion.

Those attending spoke quite positively of the J.V.S. and the programs it offered. They also thought this feeling was shared generally in the community. Since a considerable number of families are blue collar production workers, the J.V.S. offers the choice of a higher level (i.e. skilled) vocation. College education, while of interest to some families, would be a financial impossibility to most, hence the support of vocational skills.

A major concern surfaced during the discussion. Students have available both vocational and basic college preparation programs. Students not attending J.V.S. and not college bound, who perhaps are not ready for a choice are a forgotten third group. It was felt that a third program should be but is not

available for these students.

Lack of community pride in schools was discussed. The band and sports programs are of keen interest to the community. It was felt that the low ebb of the present sports program has caused some lack of pride. On the other hand, considerable negativism was expressed toward those parents who do not attend school functions in which their children participate. The word "apathy" was mentioned several times. Interest and support was much higher at the elementary than at the secondary level.

On the other hand, it was pointed out that Bradford has always supported its school issues and would continue to do so when the need arose.

The possibility of a multi-purpose facility was presented. It was indicated that with well publicized data showing the necessity for this, a tax issue might be supported. (There is at this time no definite picture of what sort of facility this could be. Earlier discussions with the administration had indicated classrooms and a gym large enough for some high school activity.)

Persons in the community ofter express a feeling about the schools of "things can't be changed, so why try." Not all persons in attendance agreed. All agreed that attendance at Board meetings by citizens would be beneficial, but most of the community representatives had never or very infrequently attended.

Consolidation of the school district was not looked upon with favor. Most thought that only as a last resort should this move be considered. They felt that this was the feeling of

the community in spite of the apparent prevailing apathy.

The idea of cooperation with other schools to expand the curriculum was generally viewed favorably. This type of sharing, similar to what is being done with the EMR students, seemed to those present as a good solution to the problem of small classes and limited offerings. Hope was expressed that the initiation of such a program would not result in one way movement of students. That is, any sharing or cooperation should involve students both coming to and going from Bradford.

The entire discussion was very beneficial. All who were present took part. This group of citizens is to be praised for giving of their time for the schools.

VII. HIGH SCHOOL CURRICULUM

In a small high school the impact of students migrating to a joint vocational school can have disastrous effects. Especially in this time where minimum standards are involved, money is tight and when the comprehensive nature of the high school must be preserved.

An examination of course offerings and class sizes of Bradford High School shows the situation to be quite serious. It could be said that existence of the high school is at stake. The Secondary Principal's Report for 1976-1977 (ODE Form 23) lists the total number of Carnegie units as 49.75 (This includes courses offered on an alternate year basis). With the Ohio Department of Education Minimum Standards set at 45 units, one

would conclude that (1) the school is very close to the point where any further reduction would lead to possible loss of charter, and (2) the minimal number of offerings belies the name of comprehensive high school.

As a matter of fact, in the eleventh and twelfth grades, Bradford has become quite college preparatory in nature. Not a great deal of choice is available outside those courses considered college preparatory; there are no industrial arts for grades 11 and 12, no expanded social studies, no work-study and only a few business courses.

To compound the problem, in its efforts to maintain a good curriculum, class enrollments have in many cases fallen to a level that is financially unsound. To counteract this other classes tend to be large. While no attempt has been made to define acceptable class enrollments, the following illustrate the dilemma:

Spanish I	- 11	Algebra II	- 7
Spanish II and III	- 3	Typing I	- 10
Biology	- 12	Typing II	- 6
English 11	- 13	Speech	- 12
Art I	- 15	American Government	- 18
Art II	- 11	Vo-ag 10	- 4
American History	- 12	Physical Education	- 41 & 45
Current Events	- 13	Earth Science	- 32
Physics	- 11	Biology	- 29
Plane Geometry	- 13	World History	- 35
Music Theory	- 3	Current Events	- 35

Not only is this sort of disparity in class size a cost factor, it can also be a morale factor among staff. The range in total teacher daily pupil load is considerable. For instance, junior high classes tend to be larger. One social studies teacher has a daily pupil load of 167, a junior high science teacher has 148, a high school English teacher has 150, a junior high mathematics teacher has 141. Consider, on the other hand, a teacher daily pupil load of 73 in high school math and physics, a load of 66 in industrial arts and 88 in business. (Study halls, physical education and vocational classes were not included nor was Spanish which includes only 14 pupils taught by a part-time teacher.)

These problems are typical of any small school confronted by a drastic reduction in enrollment.

VIII. BUILDING UTILIZATION

The survey team made a thorough inspection of the two school buildings. Space utilization was the primary purpose of this part of the study.

The condition of both buildings is quite good. Outside maintenance has been kept at an acceptable level. The interiors, although lacking some things that would help improve the school environment, are also in good shape. The Board and administration are to be commended for their continuing efforts to maintain good learning environments.

The elementary building, although an older building, is in excellent condition. Classrooms are of various sizes and are

used in a variety of ways. Especially notable is the use of the former auditorium area on the first floor which has been remodeled into special classrooms with storage on the second floor. Also commendable is the use of the basement area for art, music, library and remedial reading. Good use has been made of an otherwise unattractive area.

Building capacity is conservatively estimated at 497 with present occupancy at 429. This does not include the library. Thus, the building has the capacity to accomodate the enrollment for the foreseeable future.

The building has several drawbacks which, if corrected, would make it more ideal for an elementary building. The survey team wishes to make these observations even though it realizes that the finances probably are not now available.

1. The ceiling heights throughout the building could be lowered and insulated for reduction in fuel consumption. Care must be taken to not impede the flow of air, however, from the forced air system.

2. At some future date, the Board may wish to consider complete use of carpeting in the classrooms. Proper quality with good daily care makes carpeting ideal for classrooms. It not only acts as a sound depressant but has excellent insulation qualities as well. It is not recommended for the halls.
3. The coat racks in the hallways detract from the general appearance of the building. Their removal and replacement with a more efficient type of rack would be desireable.

4. Undoubtedly, the most glaring deficiency in the building is the lack of a multi-purpose area. While there is a physical education program, the use of the lower hall and the playground is less than minimum standard.
5. It is likewise noted that the daily transportation of students to the high school building for lunch is a considerable effort of time and money which could be better used elsewhere.

The high school building, as does the elementary, shows evidence of considerable care and maintenance. At the time of this inspection the building was closed because of fuel shortages. Heavy building insulation and drop-ceilings in many rooms were being installed.

Capacity of the building in terms of pupil stations is estimated at 550 students. Not included in this estimate are the library, gymnasium, band room and cafeteria. All of these are of adequate size for the student body for the foreseeable future. Present building enrollment is 526 not including J.V.S. students. Using a simple transfer of numbers and a very conservative 50% J.V.S. enrollment, the high school will have an ADM of 500 in the 1980-81 school year (No adjustment being made for natural attrition in drop-outs).

Several changes in the interior of the building would assist in creating a sound educational environment:

1. The first floor halls, though wide and spacious, are of wood. The use of a more resilient type of floor covering would be advantageous. Carpet is not recommended.

2. The restroom doors in the original building are in need of repair. The complete removal of the doors could be considered since there is a modesty wall.
3. The appropriate use of carpeting would do much to improve classroom environments.
4. While the study team recognizes the reasons for bringing the Board of Education offices into the high school building it does disagree with the concept. The area planned for this office will provide less than desireable space for the chief administrators, the Board, the secretary and the equipment that make up the central office. Perhaps not of prime importance, but the first impression most teachers and visitors have of the school district is through the central office. Many judgements are made on this impression.

IX. DEMOGRAPHIC AND ENROLLMENT DATA

Demographic and enrollment data can be useful in decision-making and planning in several ways. They can help to identify the needs of the community so curriuclum and other program areas can be modified to meet needs. They can help to forecast potential changes in population and enrollment so that planning can be undertaken to meet potential needs.

The study staff has reviewed population data compiled by the Bureau of the Census, Dayton Power and Light, the Ohio Municipal Advisory Council and the Miami Valley Regional Planning Council.

This data indicates that the population in the Bradford School District can be characterized in general socio-economic

terms as "blue-collar." Approximately 45% of the workers are employed in manufacturing industries, 15% in trade industries, 15% in in finance, insurance and trade industries, 8% in agriculture, and the remainder in construction, transportation, utilities, public administration, sales, etc. In terms of manufacturing employment, the largest percentage of people work in the machinery category, the second largest is food and kindred products, followed by transportation equipment. Projections indicate that this employment pattern will remain constant in the foreseeable future. The greatest percentage decrease (around 4%) will probably be in agriculture; the greatest percentage increase (around 4%) will be in finance, insurance and services by 1985. All other areas will remain stable.

In general terms, the census data further indicate that the population of the Bradford district can be characterized as lower-middle in economic terms. Estimates of median income show this. The dollar value of occupied units (homes) in the area according to the 1970 census supports this conclusion:

Dollar value of home	Per Cent
$ 2,500 - 9,999	45%
10,000 - 14,999	28%
15,000 - 19,999	17%
20,000 - 24,999	8%
25,000 - 34,999	1%
35,000 & over	1%

There is no indication that this condition will change in the forseeable future.

Other census data indicate that the population in the school district will probably remain relatively stable in the forseeable future. The median age in 1970 was approximately 27 years, 38% of the population was under 18 years and 11% was 65 years or older. The trends in terms of age would seem to indicate that the median age and the percentage over 65 years will increase somewhat in the future with a slight decline in the under 18 year old population.

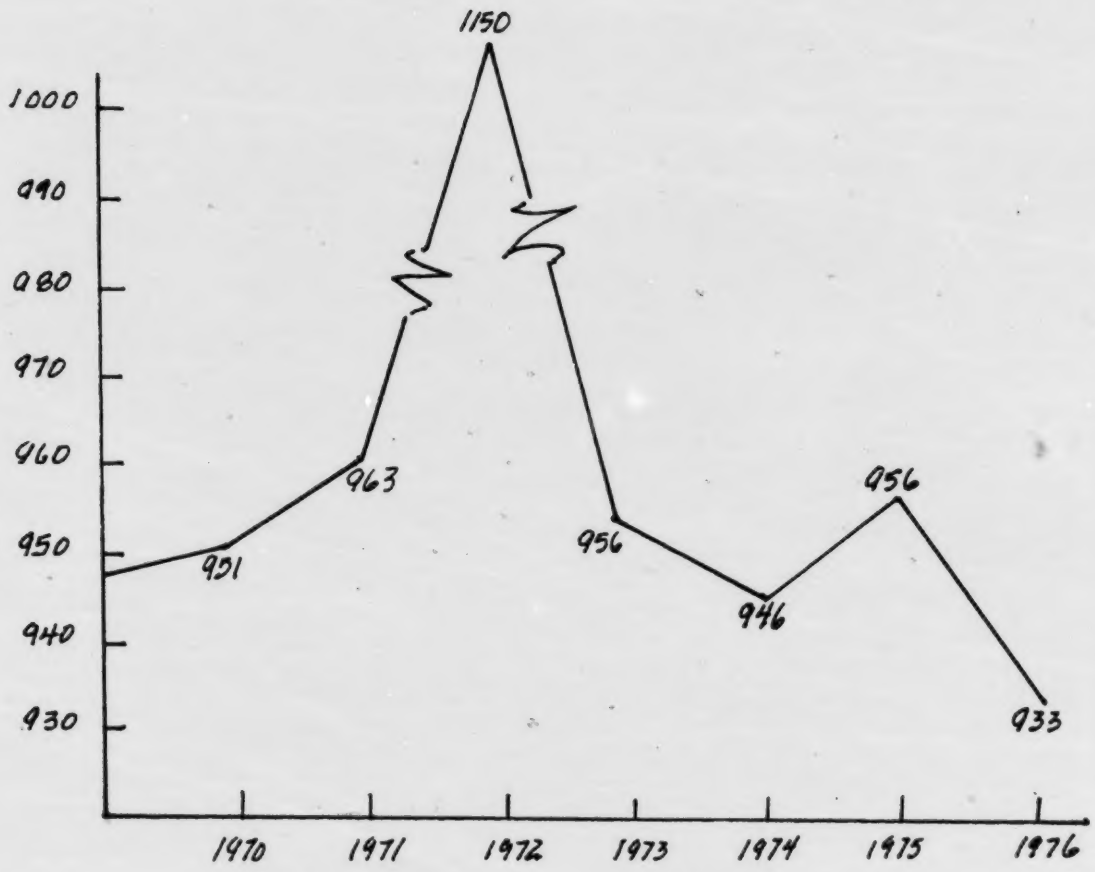
Taken as a whole this data would seem to indicate that Bradford public school enrollments will remain relatively stable in the forseeable future. The graph on the next page highlights the enrollments from 1970 - 1976. The enrollments will probably continue to remain around 950 with only a moderate decline projected between now and 1980-81 and a leveling off thereafter.

X. MAJOR FINDINGS

A. Students

1. A comparison of the responses of the 9th and 10th grade students with the 11th and 12th grade students shows some significant data. The younger students have a considerably and consistantly poorer opinion about the school in almost every category. This difference is evident by a more than 15-20% difference on most items. One can conclude that most of those who are dissatisfied eventually go to the J.V.S.
2. Of the present 9th and 10th graders, 62% plan on attending the J.V.S.

BRADFORD SCHOOLS
A.D.M. 1970-76



MEAN ADM = 951 (EXCLUSIVE OF 1972)

SOURCE: OCTOBER REPORTS

3. The aspiration of a college education changes considerably as students grow older (20% for 9th and 10th graders, 33% for all 11th and 12th graders including J.V.S.). This finding is in direct conflict with the principal interview and the October Report which state that some 6-10 students each year go to college, a rate of some 10-12%. Thus, while the hope of college is present, the reality of a financial commitment and future versus present employment prospects makes the college route unrealistic.
4. Joint Vocational students respond positively on all items (75% and higher in the "excellent" and "good" categories). Fifty-three per cent still engage in home school activities. Seventy-six per cent would choose the J.V.S. the second time with 11% "not sure."

B. Teachers

1. Teachers view the J.V.S. in a positive manner. They respond that the per cent of students going to the J.V.S. is high, but indicative of the community and the vocational aspirations of both students and parents. In addition they indicate the advantage of the student being able to go beyond the immediate community and make other contacts.
2. Teachers viewed the early career choice (10th grade) for attending J.V.S. as a prime disadvantage for students.

3. The main advantage of Bradford High School lies in its college preparatory curriculum. The main disadvantage lies in its limited offerings, programs and the school facilities.
4. The most frequent suggestion given for reducing the J.V.S. per cent was that of initiating a more comprehensive guidance program, one which presents the options with corresponding short and long term effects.
5. Suggestions for meeting home student needs most frequently called for combining classes with other schools having similar situations and for expanding present course offerings even if classes are small.

C. Board of Education

1. Members of the Board expressed satisfaction with the J.V.S. and the participation in that program by Bradford students. It was indicated that this was a need in the community and the heavy participation by students showed fulfillment of that need.
2. They expressed concern about the dwindling upper high school enrollment, but were looking toward the administration to recommend solutions.
3. Board members agreed that a consolidation was not an acceptable solution and it would be considered only as a last resort.
4. Board members favored the idea of cooperative ventures

with other schools in the solving of low class enrollments.

5. It was indicated that the Bradford Schools were the focal point of the community but that the general attitude of the public was one of apathy.
6. The Board is quite supportive of the present administration.

C. Community

1. Citizens interviewed spoke of the general lack of pride by the community in its schools.
2. While programs are available for the college bound and vocational careers, programs for those that are in neither of those categories are missing.
3. Consolidation was not supported as a solution to enrollment or curriculum problems. Cooperation with other schools was favored. It was noted that should such cooperation come about, it was hoped that it would go in both directions, not just Bardford students going elsewhere.
4. The Joint Vocational School has strong community support.
5. Community representatives spoke highly of the present administration and the Board of Education.

XI. RECOMMENDATIONS

1. It is recommended that an organized program be initiated which will increase community support, pride and knowledge

of Bradford High School. Several steps should be employed in this effort:

a. A citizens' panel should be formed from representatives of the P.T.O., the Board of Education, concerned citizens and high school faculty.

b. The panel should be charged with the responsibility of developing strategies for generating community support, pride and knowledge of the high school. The Board of Education should set up a tentative schedule for reporting back to it on the development of strategies.

c. Such strategies might include a contest for the writing of a school slogan, the design of a school logo and the renaming of the sports teams. They might include the establishment of an annual "Bradford High School Day" when the media and community would focus their attention on the accomplishments of the students and graduates. They might include helping in the publicizing of school activities and programs of community interest. They might include ways of facilitating community involvement in "life experience" courses mentioned in recommendation six.

d. The panel should report to the board on a periodic basis about its programs.

2. It is recommended that programs be initiated at Bradford High School, similar in nature to recommendation one,

focusing on reversing the general negative nature with which many students view the school. It should bear heavily on those aspects of Bradford on which pride can be built: conduct, band, sports, academics, the togetherness of a small school, and the like. It must include the junior high because it is there that the positive concepts are developed which are effective in the high school. It is further recommended that this responsibility be delegated to someone other than the principal. Re-instituting the school newspaper (under a new name) would be a necessary step in fulfilling the objectives of this recommendation.

3. It is recommended that a continuing study be initiated by the high school for the purpose of gathering data on graduating seniors and the correlation between course work in high school and their eventual vocation. This could provide evidence of the meaning of early career choices, the correlation between J.V.S. and jobs, as well as a basis for the development of new curricula.
4. It is recommended that there be developed a distinction in the minds of those concerned between what is called the college preparatory and what is called the general education curriculum. Since so few students actually attend college, an over-emphasis in this area seems hardly warranted.
5. It is recommended that Bradford initiate discussions with

other schools on the possibility of cooperating in the offering of courses in one building for students of the cooperating schools. These could include two types:

a. Those courses especially noted as college preparatory: trigonometry, physics, advanced science, foreign languages.

b. Programs not now offered because of low demand but which are highly supported by state funds: work-study, OWA, OWE. Advanced industrial arts or courses not yet developed might also be included.

6. It is recommended that considerable attention be given to developing courses at the high school which might be called "life experience" offerings. These would emphasize in a practical way the knowledge, attitudes and skills needed to function in "real life." Courses of this nature balanced with some cultural and enrichment offerings would be suitable for students who are in need of a "general education." An excellent example of this type of program is the "life sports" emphasis in good physical education programs. Courses in newspaper and media are other examples.

7. It is recommended that attention be given to providing a facility at the elementary school to be used for physical education, food service and large group meetings. It is recommended that such a facility be tailored to meet the needs of the elementary building only rather than also

incorporating high school use. Supervised elementary physical education is of prime importance in helping young people learn to use their muscles more effectively. Studies have shown the direct relationship between body management and increases in academic prowess. Designed for elementary students the building would not require the larger dimensions demanded by older student use.

For use as a food service area, it could also be designed with minimum equipment. Food preparation could be continued at the high school. Thus only minimum clean-up would be necessary.

Finally, the building could be used as a small assembly area for students and parents.

It is the opinion of the study staff that to attempt anything beyond this would not be feasible financially or educationally. The district does not need extra classroom space, the high school gym is an excellent facility and it is doubtful that the community would support the cost of construction of anything more than what is practical.

8. It is recommended that the responsibilities of the administrative assistant (guidance counselor) be re-examined. It is doubtful that he can continue to operate effectively with so many diverse jobs. Therefore, it is recommended that:

a. His major responsibility should be as a guidance counselor at the high school with minor counseling for grades 7 and 8.

b. He should be divested of the responsibility for grades 5 and 6. Being assistant to the elementary principal conflicts with his high school duties.

c. He should be given the full responsibility for co-ordinating the curriculum within the district and developing the cooperation with other districts (as mentioned above).

d. Some of his present central office responsibilities should be delegated to other administrators.

9. The assistance needed by the elementary principal to administer grades 5 and 6 can be shifted to a "head teacher." To help in the communications it is suggested an extension phone (with buzzer) be placed in the "head teacher's" room, controlled by the elementary secretary. Thus, there would be a direct line between the two schools without using the high school office and the incoming calls could be controlled by the elementary secretary. Even more importantly, problems arising in grades 5 and 6 could be communicated directly to the principal or secretary.

One final comment in closing. The people, Board of Education and staff of the Bradford school system are to be commended for their efforts to provide educational opportunities for their

children. Bradford is not so fortunate as to have considerable wealth available for this task. Therefore, it is evident that the community is getting an excellent return on its educational investment.

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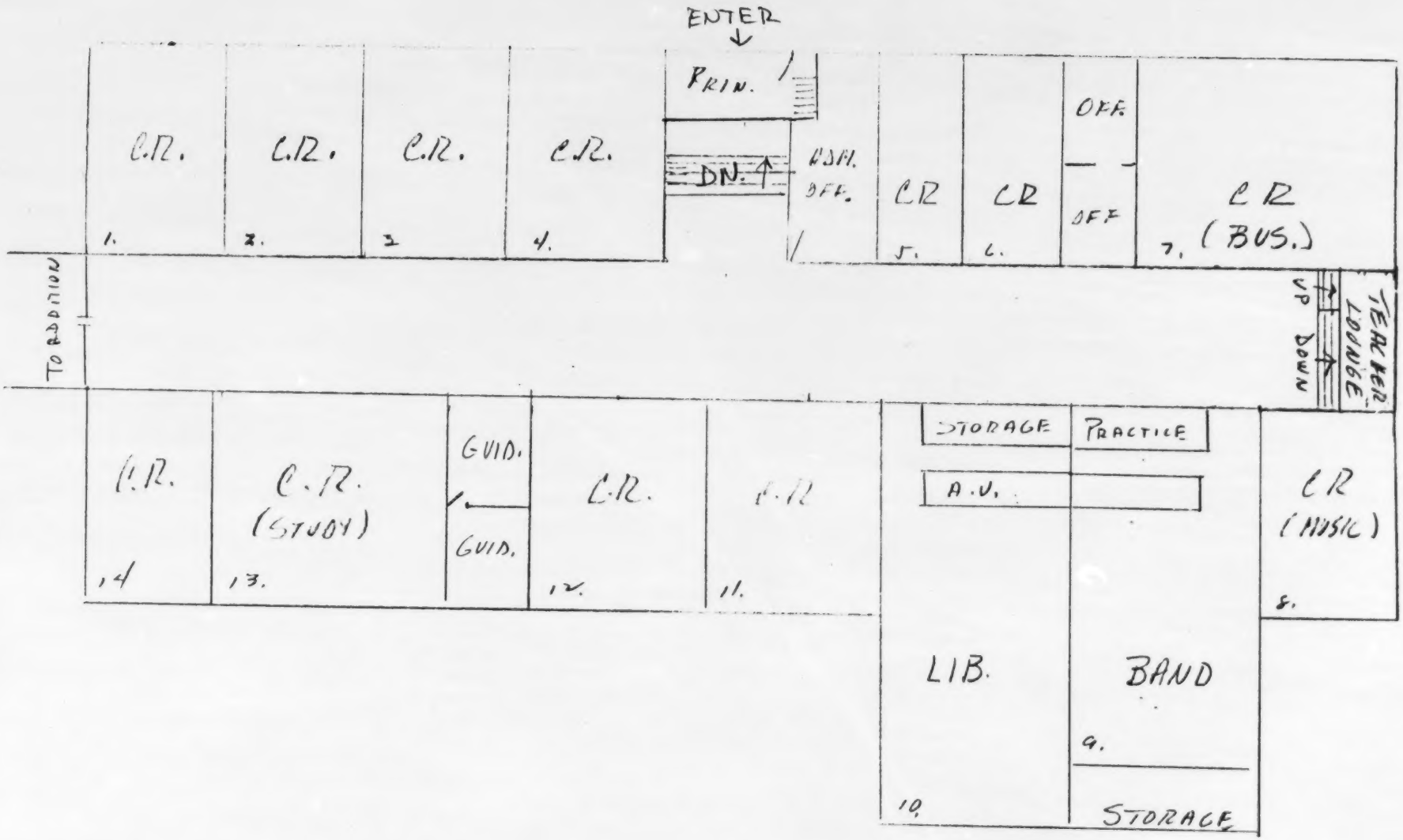

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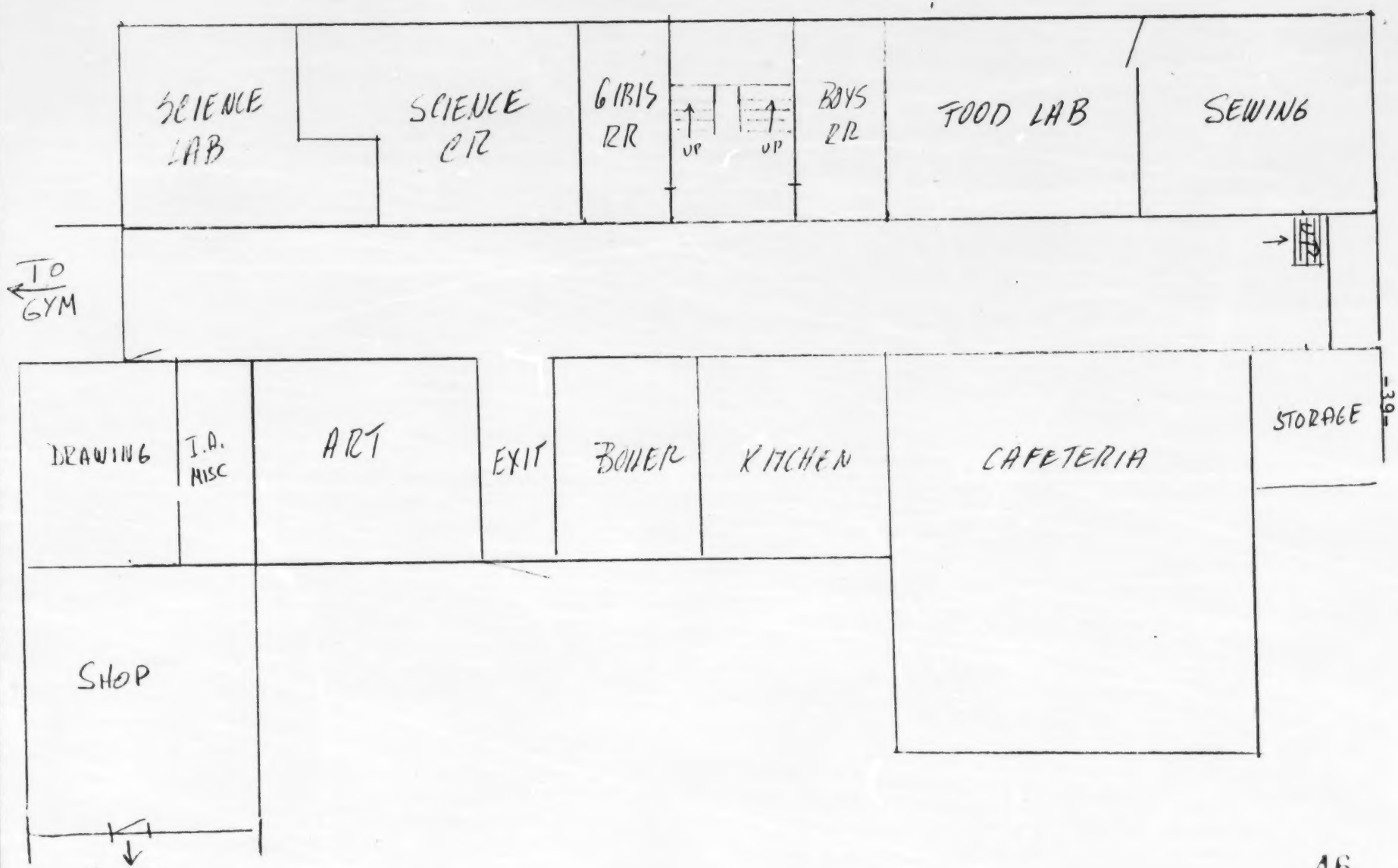
BRADFORD H.S. — GROUND FLOOR



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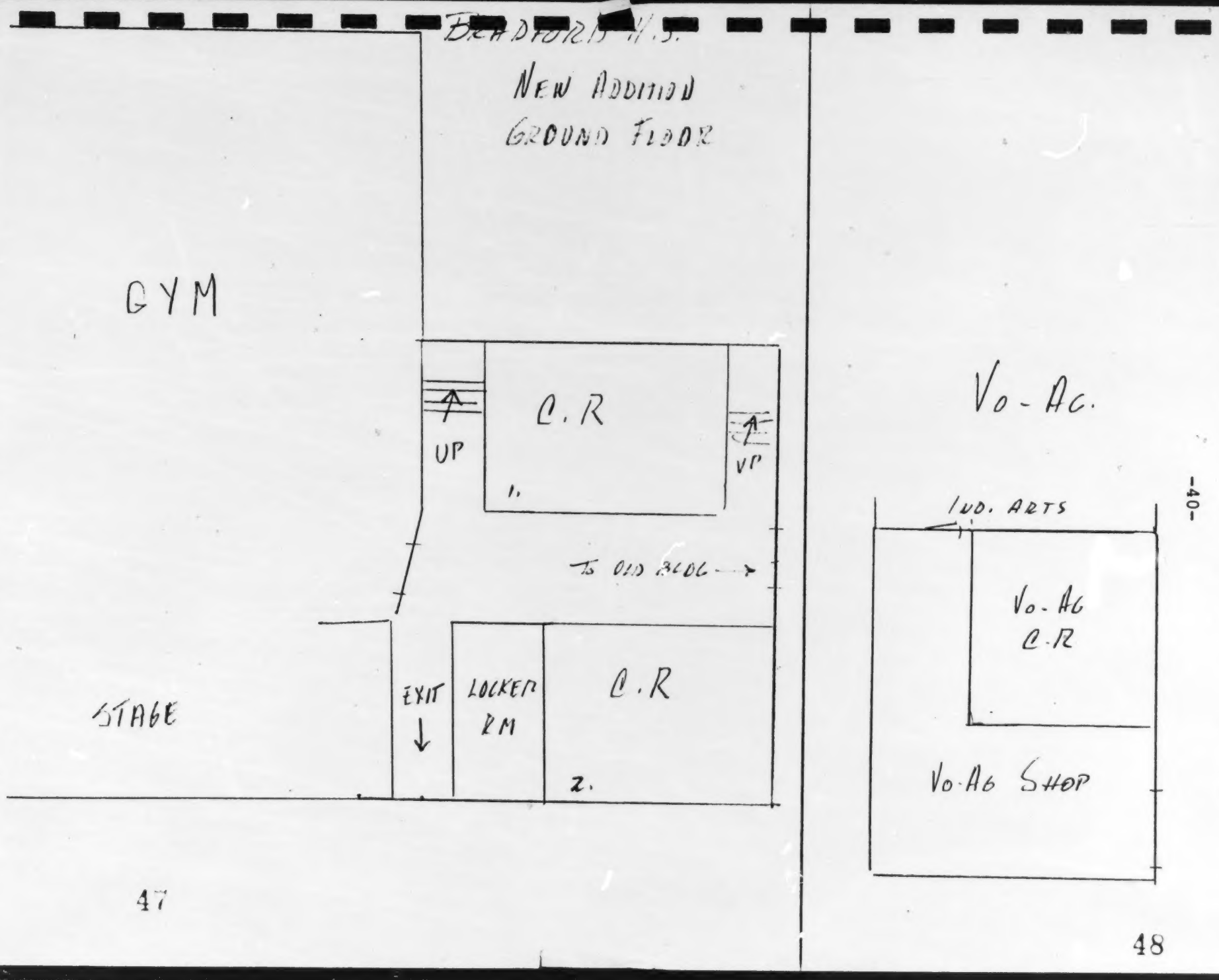
BRADFORD H.S.
NEW ADDITION
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GYM
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TO OLD BLDG
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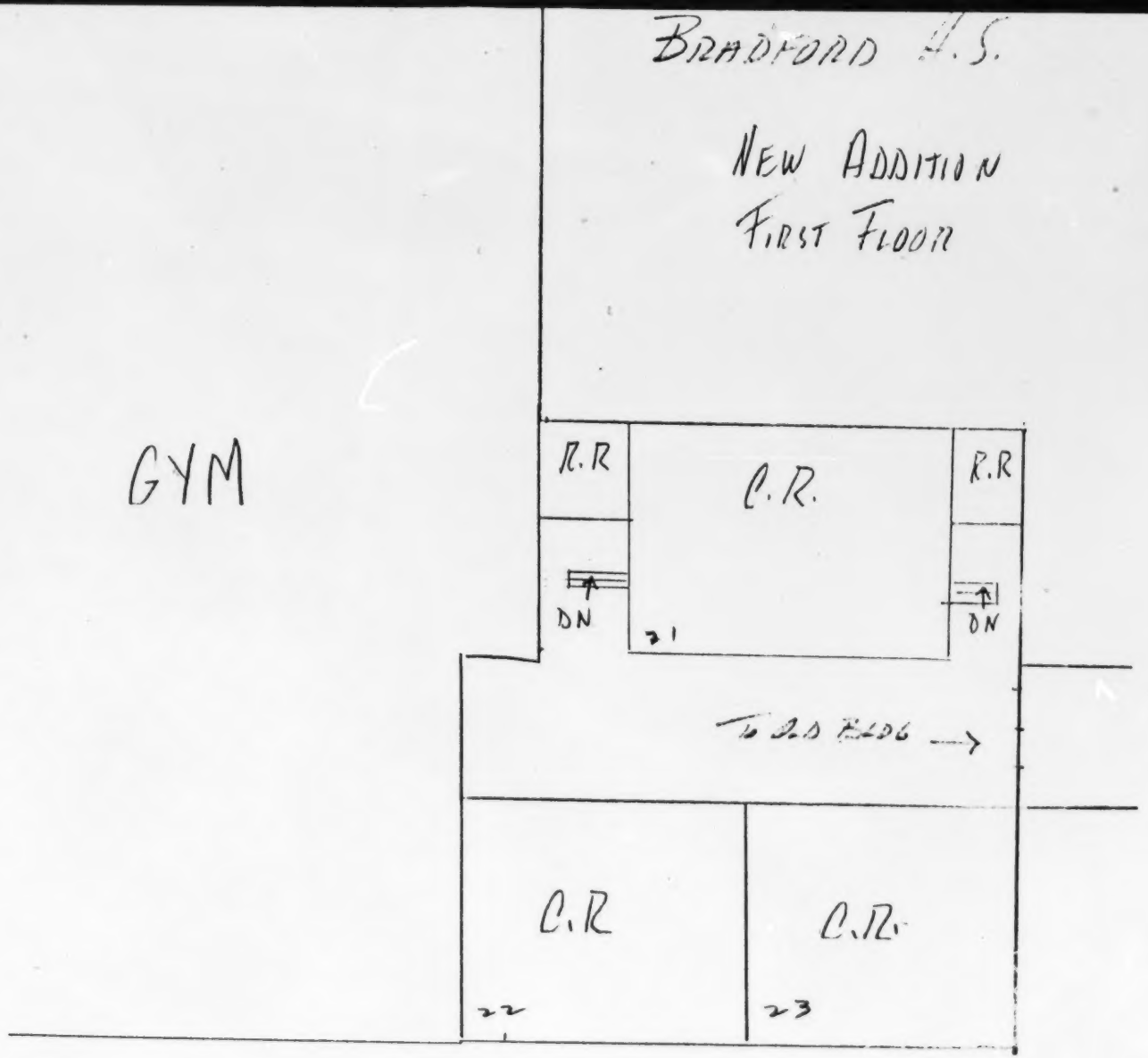
2.
VO-AG.
IND. ARTS
VO-AG C.R
VO-AG SHOP

-40-


BRADFORD E.S.
NEW ADDITION
FIRST FLOOR
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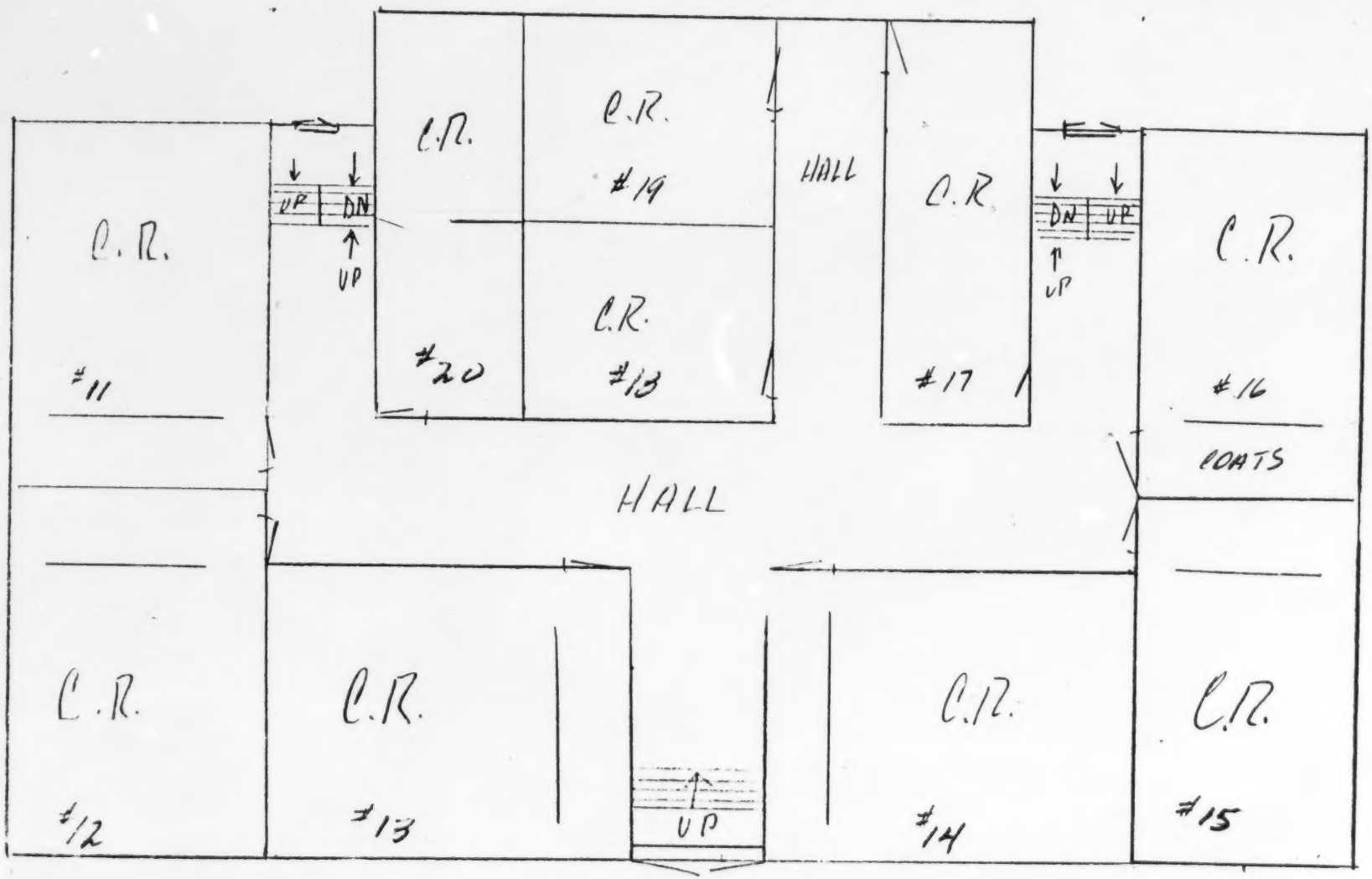
BRADFORD ELEM

1ST FLOOR



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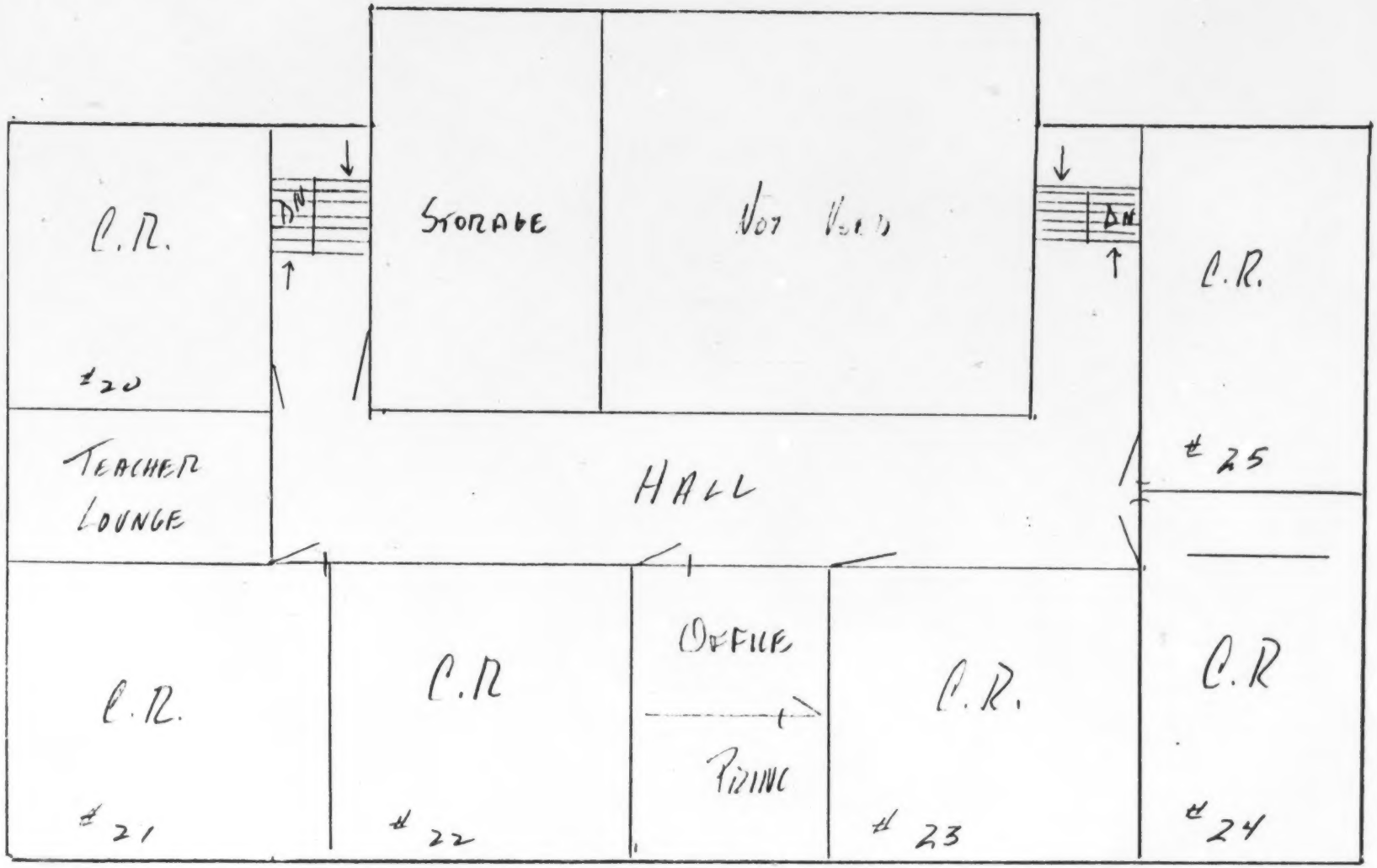

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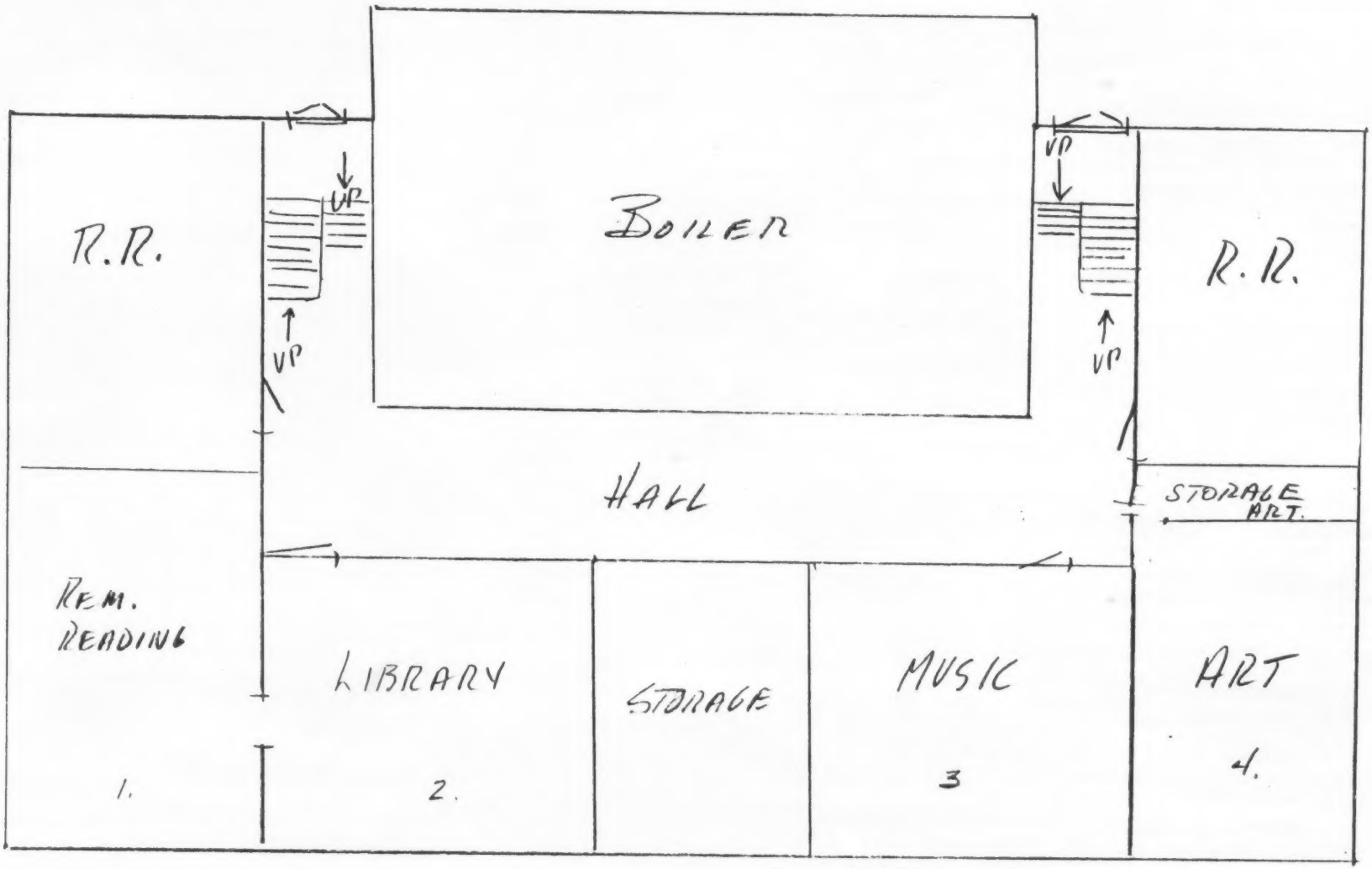

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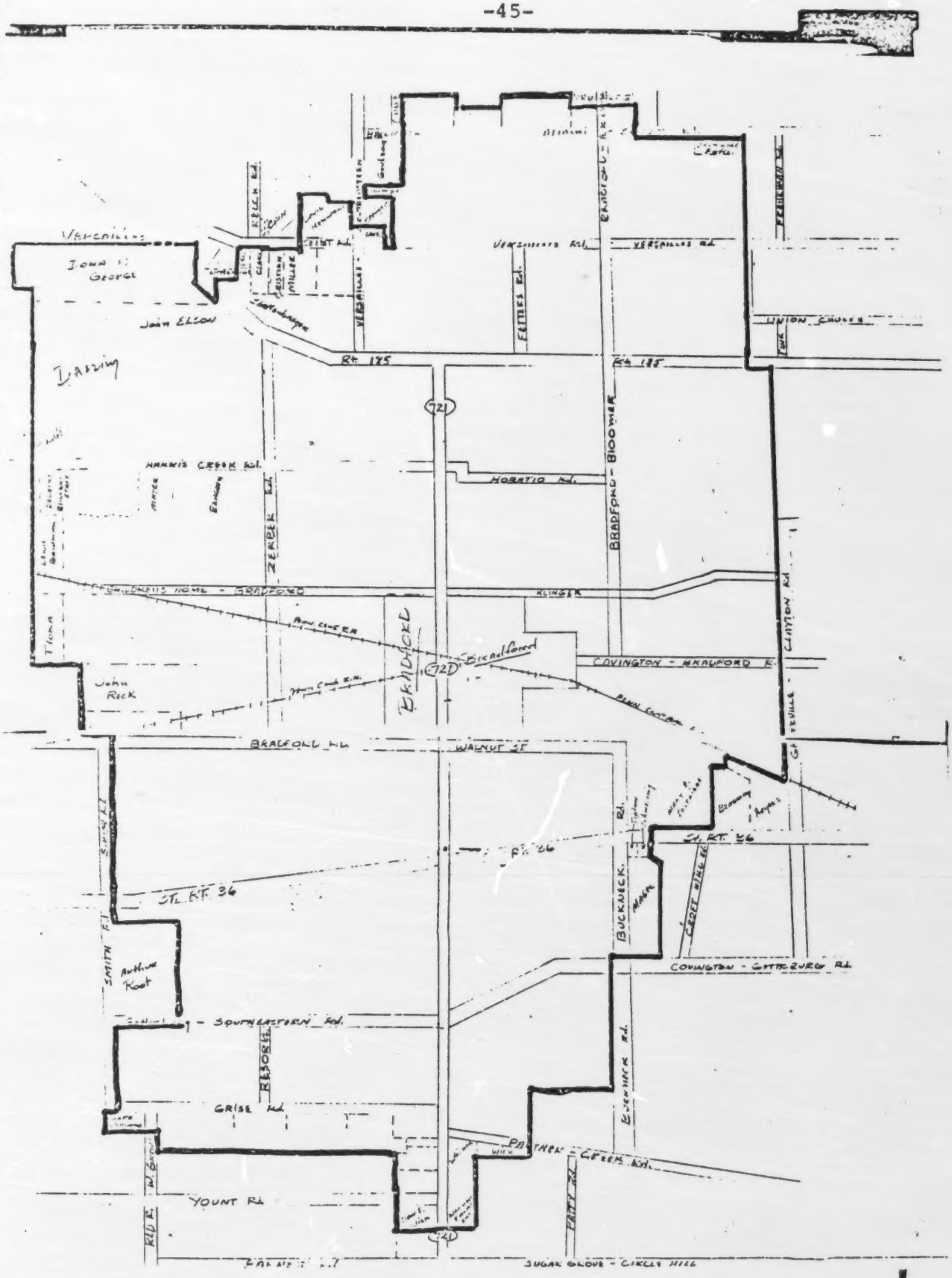
VERSAILLES
JOHN H. GEORGE
JOHN ELSON
DARLING
Rt. 125
HARRIS CREEK Rd.
HORATIO Rd.
BRADFORD - BIGGER
CLINTON Rd.
COVINGTON - BRADFORD Rd.
BRADFORD Rd.
WALNUT ST.
St. Rt. 36
BUCKEYE
COVINGTON - CLETTENBURG Rd.
SOUTHEASTERN Rd.
GRISE Rd.
YOUNT Rd.
PANTHER CREEK Rd.
SUGAR GROVE - CIRCLEVILLE
ZERBE Rd.
FERRIS Rd.
VERSAILLES Rd.
UNION CHURCH
ASH CREEK
BROADFORD
JOHN RICK
ARTHUR KOOT
SMITH ST.
KID Rd.
EVERHART Rd.
CREEK BEND Rd.

OFFICE OF EDUCATIONAL SERVICES

STAFF SURVEY

The Bradford Board of Education has requested the Office of Educational Services, University of Dayton, to assist in the review of its high school program. This review focuses on the causes and effects of the Joint Vocational School enrollment on the small high school which must continue to offer a meaningful comprehensive program to those students not going to the J.V.S. Your responses to the items which follow will assist the Board in its review of this situation.

1. Your teaching field(s): _____,

   _____, _____

2. Highest Degree earned: _____

3. Your age: _____ Total years teaching experience: _____

   Total Bradford experience: _____

4. What do you see as advantages and disadvantages of a Bradford student going to J.V.S.? (Use brief, simple phrases.)

Advantages	Disadvantages
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
d. _____	d. _____

5. What do you see as advantages and disadvantages for a student completing 4 years of high school at Bradford?

Advantages	Disadvantages
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
d. _____	d. _____

Bradford Staff Survey (continued)

6. What would be some suggestions from you which might reduce the high per cent of students going to J.V.S.?

   a. _____

   b. _____

   c. _____

7. If J.V.S. enrollment continues at its present level, what suggestions do you have concerning the limited enrollment in grades 11 and 12?

   a. _____

   b. _____

   c. _____

Other Comments:

Thank you for your assistance.

OES: Bradford Staff

OFFICE OF EDUCATIONAL SERVICES

UNIVERSITY OF DAYTON

Dear Student,

The University of Dayton and the Bradford School administration would like to know how you feel about your school. Would you please give the following statements your careful attention and your honest answers? Your help is sincerely appreciated.

Donald Mercer, Principal
Herman Torge, University of Dayton

Directions: Circle the answer which best agrees with your thinking on the following statements. If you are not sure, circle the "?".

1. Yes No ? I like my school.
2. Yes No ? Most of my teachers require too much work outside the regular class period.
3. Yes No ? I am given enough help in making decisions in my school.
4. Yes No ? Generally, my parents are interested in what I do at school.
5. Yes No ? Discipline at our school is too strict.
6. Yes No ? Most of my teachers seem to enjoy teaching.
7. Yes No ? I am proud of my school.
8. Yes No ? I find most of my courses challenging.
9. Yes No ? I think I am getting a good education at my school.
10. Yes No ? Most of my teachers are easy to get acquainted with.
11. Yes No ? I like most of the subjects I am now taking.
12. Yes No ? Teachers are generally willing and ready to help me with my school work.

13. Yes No ? Other students at my high school consider this a good place to be.

14. Yes No ? It is easy to get help in this school when I need it.

15. Yes No ? I get along reasonably well with other students.

16. Yes No ? I plan on attending the Upper Valley Joint Vocational School.

17. After I graduate from high school I plan to: (Please check)

_____ Get a job

_____ Join the armed services

_____ Go to college

_____ Go to a technical school to learn a trade

_____ _____

_____ _____

18. Please write what type of work you wish to do after you finish your training in high school, college, the armed services or whatever.

_____

_____

Thank you for your help.

OES: Bradford, 9-10

OFFICE OF EDUCATIONAL SERVICES

UNIVERSITY OF DAYTON

Dear Student,

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Donald Mercer, Principal
Herman Torge, University of Dayton

Directions: Circle the answer which best agrees with your thinking on the following statements. If you are not sure, circle the "?".

1. Yes No ? I like school.
2. Yes No ? Generally, my parents are interested in what I do at school.
3. Yes No ? I am given enough help in making decisions in my school.
4. Yes No ? Discipline in this school is too strict.
5. Yes No ? Most of my teachers are easy to get acquainted with.
6. Yes No ? I find most of my courses challenging.
7. Yes No ? Teachers are generally ready and willing to help me individually with my work.
8. Yes No ? I like most of the subjects I am now taking.
9. Yes No ? Most of my teachers enjoy teaching.
10. Yes No ? I am proud of my high school.
11. Yes No ? I think I am getting a good education at this school.
12. Yes No ? I like most of the subjects I am now taking.

13. Yes No ? I get along reasonably well with the other students in my school.

14. Yes No ? There should be more emphasis placed on the three "R's" (Reading, 'Riting, and 'Rithmatic).

15. Yes No ? There is help available here at school for any personal problem I might have.

16. Yes No ? We need a greater variety of course offerings.

17. Yes No ? Other students at this high school consider it a good place to be.

18. What is your general plan after you leave high school? (Please check)

_____ Get a job

_____ Join the armed services

_____ Go to college

_____ Go to a technical school for training

_____ _____

_____ _____

19. List the kind of a job you will have or plan to have after you finish high school, college, the service or other training you might take.

_____

_____

20. Indicate below the reason you are not attending the Upper Valley Joint Vocational School.

_____ Not interested

_____ Does not fit into my plans

_____ Not accepted

_____ Like this school better

_____ Other (please list) _____

THANK YOUR FOR YOUR HELP.

OES: Bradford, 11-12